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|  | **Unit Title: The Great Big World**  **Grade Kindergarten/Quarter 3/Unit 5** | | | | | | | | | | | | | | | |
|  | **Conceptual Lens:**  **In this fifth four-week unit of Kindergarten, students compare and contrast fairy tales while focusing on the difference a setting can make in the creation of a story.**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  **Building on the diversity of family celebrations, students read about the greater world beyond America. By reading *Mr. Popper’s Penguins,* students are lured into dreaming of far-away places. Focusing on the pairing of fiction and informational text, students see how fictional settings can reflect real places. By using an atlas, non-fiction books, video, and interactive on-line media, students also see how different types of texts give us similar and different information. During these activities, students write words using what they know about vowel sounds, beginning and ending sounds, and word families. Viewing landscapes by master painters reinforces the concept of comparing and contrasting settings.**   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | * TLW compare and contrast characters’ adventures from fairy tales and other stories that are set in different continents. (R.L.K.9) * TLW compare and contrast text on the same topic. (R.I.K.9) | * TLW produce an opinion writing/drawing piece about a topic and contains supporting details telling why. (W.K.1) * TLW produce writing in collaboration with peers using digital tools. (W.K.6) * TLW recall and collect information from a text to answer questions. (W.K.8) | * TLW use phonetic spelling. (L.K.2) * TLW apply correct capitalization, punctuation and spelling. (L.K.2) |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**  **Please note: This performance task is to be completed at the end of the third quarter – Week 9!**   |  | | --- | | **Performance Task:**  **Goal: To use dictating, drawing and writing to compose an opinion piece that expresses their preference for city life or country life.**  **Students must describe physical features and incorporate environmental (culture) references.**  **Role: You are a pen pal.**  **Audience: The target audience is their pen pal from another class.**  **Situation: You need to choose between city and country life with meaningful reason.**  **Product/Performance and Purpose:**  **You need to create a letter describing your life in the city or in the country providing at least 2 features or terms about your location.**  **\*Product choices: letter, drawing with labels, or story with illustrations**  **Standards and Criteria for Success:**  **Your product should…**  **Contain factual information about your location from experiences or by gathering information from provided sources.**  **Include a greeting, a closing, and a signature.**  **Be understandable to your reader**  **Show your best work.** | | **Rubric for \_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | Uses information found through research to support their opinion. |  |  |  |  | | Uses standard letter writing conventions. |  |  |  |  | | Reasoning supported your opinion. |  |  |  |  | | The letter is understandable to your reader. |  |  |  |  | | **Achievement of Purpose/Understanding:**  **\_\_\_\_/16** |  |  |  |  | | |   **Stage 3 – Learning Experiences** | | | | | | | | | | | | | | | |
|  | **Unit Progression** | | | | | | | | | | | | | | | |
|  | | **Week 1** | **Week 2** | **Week 3** | | | | **Week 4** | | | | | **Week 5** | | |
| **Big Ideas** | | **Understanding that you are part of a big world.**  **Compare and Contrast characters and settings from around the world.** | **We use tools, texts, and features to understand parts of our world.** | **Understand that we have many different cultures around our world.** | | | | **We can compare and contrast different locations/environments and provide features and descriptions for each.** | | | | | **Performance Task and review** | | |
| **Suggested read-alouds to incorporate in classroom discussions and lessons:**  **Fiction**  **Chapter Books (Read Aloud)**   * + - *Mr. Popper’s Penguins*(Richard and Florence Atwater) (E)   **Picture Books (Read Aloud)**  North America   * + - *Arrow to the Sun,* (Gerald McDermott)     - *Song of the Swallows*(Leo Politi)     - *The Story of Jumping Mouse*(John Steptoe)   South America   * + - *Morpha: A Rain Forest Story* (Michael Tennyson and Jennifer H. Yoswa)     - *Rain Player*(David Wisniewski)   Europe   * + - *Little Red Riding Hood* (Trina Schart Hyman)     - *One Fine Day*(Nonny Hogrogian)     - *The Story of Ferdinand* (Munro Leaf and Robert Lawson)   Asia   * + - *The Paper Crane* (Molly Bang) (E)     - *Lon Po Po: A Red-Riding Hood Story from China*(Ed Young) (E)     - *Once a Mouse…* (Marcia Brown)     - *The Fool of the World and the Flying Ship* (Arthur Ransome and Uri Shulevitz)   Africa   * + - *A Story, A Story*(Gail E. Haley) (E)     - *Why Mosquitoes Buzz in People’s Ears* (Verna Aardema and Leo and Diane Dillon)     - *Shadow*(Blaise Cendrars, translated by Marcia Brown)   Australia   * + - *Lizzie Nonsense*(Jan Ormerod)     - *Possum Magic*(Mem Fox and Julie Vivas)     - *Koala Lou* (Mem Fox and Pamela Lofts)   Antarctica   * + - *Something to Tell the Grandcows*(Eileen Spinelli and Bill Slavin)     - *Eve of the Emperor Penguin*(Mary Pope Osborne and Sal Murdocca)   **Music Lyrics (Read Along)**   * + - “It’s a Small World” (Walt Disney)     - "London Bridge Is Falling Down" (Tinkerbell Records)   **\*\*These can be used throughout all 4 weeks.** | | | | | | **Non-Fiction**  **Informational Texts**  **Informational Books (Read Aloud)**   * + - *Continents and Maps*(Big Book, Pearson Learning)     - *Me on the Map*(Joan Sweeney and Annette Cable)     - *As the Crow Flies: A First Book of Maps*(Gail Hartman and Harvey Stevenson)     - *Beginner’s World Atlas*(National Geographic)   **Informational Books (Read Aloud / Independent)**   * + - *The Seven Continents*(Rookie Read-About Geography) (Wil Mara)     - *North America* (Rookie Read-About Geography) (Allan Fowler)     - *South America* (Rookie Read-About Geography) (Allan Fowler)     - *Europe* (Rookie Read-About Geography) (Allan Fowler)     - *Asia* (Rookie Read-About Geography) (Allan Fowler)     - *Africa* (Rookie Read-About Geography) (Allan Fowler)     - *Australia* (Rookie Read-About Geography) (Allan Fowler)     - *Antarctica* (Rookie Read-About Geography) (Allan Fowler)     - *Count Your Way Through China…*(series) (Jim Haskins)   **\*\*These can be used throughout all 4 weeks.** | | | | | | | | | | |
|  | **WEEK 1** | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Determine Importance**  **\*Lesson 16 – Figure Out What’s Important: Separate important information.**  **\*Any non-fiction text.** | | | | | **Standards**  **R.I.K.1**  **With prompting and support, identify the main topic and retell key details of a text.**  **Standards**  **R.I.K.10: Actively engage in group reading activities with purpose and understanding.** | | | | | **“I Can” Statements**  **I can identify the main topic and retell key details of a text.**  **I can determine what a fact is and what an opinion is.**  **I can make text to self-connections and world connections** | | | | |
| **Essential Questions**  **How do I identify what is important?**  **What is a fact?**  **What is an opinion?**  **What is the difference between fact and opinion?**  **How can you make connections?**  **What is a text to self and text to world connection?** | | | | |
| **Jan Richardson Strategies**   * Fact vs. Opinion * Making Connections: text-to-self and the world * VIP * Who/What   **Linda Hoyt: Interactive Read-Alouds**   * Pg. 49 Compare and Contrast (Characters and setting) * Pg. 61Rank Important vs Unimportant Information * Pg. 139 Connect to Cultures * Pg. 227 Fairy Tale/Folkale | | | | |
| **Other Whole Group Reading Learning Experiences**  **Class Discussion / Literature**  Choose two fairy tales/familiar stories from the Read-Aloud list at the beginning of the unit. After reading two books (for example *Little Red Riding Hood* and *Lon Po Po)*, discuss how the two stories are the same and how they are different. Generate ideas from among the children through writing, drawing, or acting out parts of each story. | | | | | **Standards**  **RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.** | | | | | **“I Can” Statements**  **I can compare and contrast characters and setting between two texts.** | | | | |
| **Essential Questions**  **What is compare and contrast?**  **What is a character?**  **What is a setting?** | | | | |
| **Writer’s Workshop** | | **Opinion Writing Unit**  **Explorations in Non-fiction Writing (Tony Stead and Linda Hoyt)**  **Start in the Persuade section in the book.**  **Session 1: Immersion and Pre-Assessment**  **pg. 194**    **Session 2: Beginning to Draft**  **pg. 196**  **Create your own Opinion Writing Unit**   * **See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki** | | | | | **Standards**  **W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g, My favorite book is…)** | | | | | **“I Can” Statements**  **I can identify features of a persuasive letter.**  **I can begin to participate and draft a class project.** | | | | |
| **Essential Questions**  **What is opinion?**  **What does it mean to persuade someone?** | | | | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Harcourt Social Studies Book Unit 4**  **Lesson 1**  **Land and Water on Earth pp. 227-232** | | | | | **Standards**  **K.G.1**  **Use maps to locate places in the classroom, school and home.**  **K.G.1.2**  **Use globes and maps to locate land and water features.**  **K.G.1.3**  **Identify physical features (mountains, hills, rivers, lakes, roads, etc.).** | | | | | **“I Can” Statements**  **I can identify landforms and environments using globes and maps.**  **I can identify a globe as a model of the Earth.**  **I can tell the difference between land and water on a globe.**  **I can find the North and South Pole.** | | | | |
| **Essential Questions**  **What tool can we use to locate places?**  **What is land?**  **What is water?** | | | | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks   \***Social Studies vocabulary words are listed in the planning guide before each lesson.** | | | | | | | | **Tier Three ELA Words**   * + - **antonyms**     - **compare**     - **contrast**     - **different**     - **multiple texts**     - **opposites**     - **settings**     - **similar** | | | | | | |
| **Phonics/Phonemic Awareness** | | **Using Jan Richardson’s Blends and Diagraphs linking chart**  **\*linking chart chant** | | | **L.K.2 (d)**  **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.** | | | | | |  | | | **I can use letter sounds to build new words.** | | |
|  | **WEEK 2** | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Lesson 17: Paraphrasing information, merge you’re thinking to make meaning.**  **\*TIME for Kids Bigger Picture Edition “A Visit to Mexico” poster** | | | | | | | **Standards**  **K.C.1.2**  **Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).**  **K.G.1.2**  **Use globes and maps to locate land and water features.** | | | | | | **“I Can” Statements**  **I can put new information into my own words.**  **I can similarities and differences between two cultures.(US /Mexico)** | |
| **Essential Questions**  **What did you learn about other cultures through the text?**  **How can you locate a place?** | |
| **Jan Richardson Strategies**   * Fact vs. Opinion * Making Connections: text-to-self and the world * VIP * Who/What   **Linda Hoyt: Interactive Read-Alouds**   * Pg. 49 Compare and Contrast (Characters and setting) * Pg. 61Rank Important vs Unimportant Information * Pg. 139 Connect to Cultures * Pg. 227 Fairy Tale/Folkale | | | | | | | **Standards**  **R.I.K.10: Actively engage in group reading activities with purpose and understanding.** | | | | | | **“I Can” Statements**  **I can determine what is fact and what is opinion.**  **I can make text to self connections and world connections.** | |
| **Essential Questions**  **What is a fact?**  **What is an opinion?**  **What is the difference between fact and opinion?**  **How can you make connections?**  **What is a text to self and text to world connection?** | |
| **Other Whole Group Reading Learning Experiences**  **Class Discussion / Literature**  Continue to compare and contrast literature from the different continents. Pay particular attention to how the character’s adventures and experiences are similar or different. | | | | | | | **Standards**  **RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.** | | | | | | **“I Can” Statements**  **I can compare and contrast characters and setting between two texts.** | |
| **Essential Questions**  **What is compare and contrast?**  **What is a character?**  **What is a setting?** | |
| **Writer’s Workshop** | | **Resource:**  **Explorations in Non-fiction Writing**  **Session 3**  **Researching Guinea Pigs ( or other topic pg. 187)**  **pg. 198**  **Session 4**  **Drafting Strong Conclusions**  **pg. 200** | | | | | | | **Standards**  **W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g, My favorite book is…)** | | | | | | **“I Can” Statements**  **I can locate information about a topic.**  **I can turn facts into reasons to support my writing.**  **I can make a strong conclusion about my topic.** | |
| **Essential Questions**  **What is a conclusion?**  **How can you gather information to make a conclusion?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Unit 4 Week 2**  **Models and Maps pg. 239-243**  **Read Map Symbols pg. 244-247** | | | | | | | **Standards**  **K.G.1**  **Use maps to locate places in the classroom, school and home.**  **K.G.1.2**  **Use globes and maps to locate land and water features.**  **K.G.1.3**  **Identify physical features (mountains, hills, rivers, lakes, roads, etc.).**  **K.G. 1.4**  **Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).** | | | | | | **“I Can” Statements**  **I can map symbols.**  **I can locate places on a map by reading the map symbols.**  **I can construct a model and map of my classroom using positional words.**  **I can models and maps to describe places.**  **I can compare and contrast models and maps.** | |
| **Essential Questions**  **What is a map?**  **What is a model?**  **How can you do with describe the locations of places?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | **Tier Three ELA Words**   * **antonyms** * **compare** * **contrast** * **different** * **multiple texts** * **opposites** * **settings** * **similar** | | | | | | | |
| **Phonics/Phonemic Awareness** | | **Aegom Lesson EK2-008**  **Consonant Blends** | | | **L.K.2 (d)**  **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.** | | | | | |  | | | **I can use letter sounds to build new words.**  **I can read and write words with beginning consonant blends.** | | |
|  | **WEEK 3** | | | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Lesson 18: Organize Your Thinking as You Read**  **Non-Fiction texts on various topics and arrange a visual and text features.**  **\*Rain Forest Poster “Time”**  **Jan Richardson Strategies**   * Fact vs. Opinion * Making Connections: text-to-self and the world * VIP * Who/What   **Linda Hoyt: Interactive Read-Alouds**   * Pg. 49 Compare and Contrast * (Characters and setting) * Pg. 61Rank Important vs Unimportant Information * Pg. 139 Connect to Cultures * Pg. 227 Fairy Tale/Folkales | | | | | | | | **Standards**  **RI.K.10**  **Actively engage in group reading activities with purpose and understanding.**  **RI.K.1**  **With prompting and support, ask and answer questions about key details in a text.**  **W.K.8**  **With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.** | | | | | **“I Can” Statements**  **I can respond and record to new information.** | |
| **Essential Questions**  **What important information did you learn about the book?** | |
| **Other Whole Group Reading Learning Experiences**  **Class Discussion / Informational Text**  Choose two of the books (or maps) of the seven continents. Students will tell how these two books are the same and how they are different. Partner students to share their ideas and to record similarities and differences between the books or maps. Record students’ contributions on a compare-and-contrast graphic organizer. | | | | | | | | **Standards**  **RI 9 (With prompting and support, identify basic similarities and differences between two texts on the same topic)** | | | | | **I can identify how two texts on the same topic are alike.**  **I can identify how two texts on the same topic are different.** | |
| **Whose story is it, and why does it matter?** | |
| **Writer’s Workshop** | | **Explorations in Non-fiction Writing**  **Session 5**  **pg. 202**  **Editing and publishing**  **Session 6**  **pg. 204**  **Launching the individual project** | | | | | | | | **Standards**  **W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g, My favorite book is…)**  **W.K.6 : With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**  **W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.** | | | | | **“I Can” Statements**  **I can use drawings and writing to “fancy up” my piece.** | |
| **Essential Questions**  **How can we “fancy up” our writing to publish?**  **What can we do to persuade someone?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Unit 4**  **Week 3**  **Regions pg. 248-252** | | | | | | | | **Standards**  **K.C.1.2: Explain the elements of culture (how people speak, how people dress, foods they eat, etc.)**  **K.G.2.1: Explain how people adapt to weather conditions.**  **K.G.2.2: Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).** | | | | | **“I Can” Statements**  **I can describe and compare regions and their environmental resources.**  **I can understand people create a shelter according to their culture and environment.** | |
| **Essential Questions**  **What are regions?**  **What is an appropriate shelter for different cultures?**  **Why are some shelters different in different cultures?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | | | **Tier Three ELA Words**   * + - **antonyms**     - **compare**     - **contrast**     - **different**     - **multiple texts**     - **opposites**     - **settings**     - **similar** | | | | | | |
| **Phonics/Phonemic Awareness** | | **AEGOM lesson EK2-009**  **Consonant Diagraphs** | | | **L.K.2 (d)**  **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.** | | | | | |  | | | **I can use letter sounds to build new words.**  **I can read and write words using consonant diagraphs: ch, sh, wh, th, and ph.** | | |

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| **WEEK 4** | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **\*\*New Book\*\***  **Summarize & Synthesize**  **Lesson 19: Summarize Information**  **A variety of informational books and magazines about single topics.** | **Standards**  **RL.K.10**  **Actively engage in group reading activities with purpose and understanding.**  **R.I.K.9**  **With prompting and support identify basic similarities in and differences between 2 texts on the same topics. For example: in the illustrations, descriptions, or procedures.** | **“I Can” Statements**  **I can summarize important information about a topic to help me remember what I have learned.** |
| **Essential Questions**  **What is the meaning of summarize?**  **What is the purpose of summarizing information?** |
| **Jan Richardson Strategies**   * Fact vs. Opinion * Making Connections: text-to-self and the world * Key Words   **Linda Hoyt: Interactive Read-Alouds**   * Pg. 85 Summarize | **Standards**  **R.I.K.10: Actively engage in group reading activities with purpose and understanding.** | **“I Can” Statements**  **I can determine what is fact and what is opinion.**  **I can make text to self connections and world connections.** |
| **Essential Questions**  **What is a fact?**  **What is an opinion?**  **What is the differenc e between fact and opinion?**  **How can you make connections?**  **What is a text to self and text to world connection?** |
| **Other Whole Group Reading Learning Experiences**  **Compare and contrast using the text City Mouse and Country Mouse.**  **\*Reference Social Studies pg. 207 for more ideas.** | **Standards** | **“I Can” Statements** |
| **Essential Questions** |
| **Writer’s Workshop** | **Explorations in Non-fiction Writing**  **Session 7**  **pg. 206**  **Researching and Drafting**  **Session 8**  **pg. 208**  **More Research and Drafting** | **Standards**  **W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g, My favorite book is…)**  **W.K.6 : With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**  **W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.** | **“I Can” Statements**  **I can locate information about a topic.**  **I can turn facts into reasons to support my writing.**  **I can make a strong conclusion about my topic.** |
| **Essential Questions**  **What do we need to research a topic?**  **What tools can we use to gather information?**  **How do we put information together to answer questions?** |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Week 4 Lesson 4**  **City and Farm Life pg. 253-256**  **\*\*This would be a good week to plug in teaching the students how people adapt to weather conditions.**  **Compare weather conditions in city/farm.** | **Standards**  **K.C.1.2**  **Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).**  **K.G.2.2**  **Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).** | **“I Can” Statements**  **I can identify features of the city (suburb).**  **I can identify features of the farm.**  **I can compare and contrast cities and farms.** |
| **Essential Questions**  **What is a city?**  **What is a farm/country?**  **What is different and similar between cities and farms?** |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | **Tier Three ELA Words**   * + - **antonyms**     - **compare**     - **contrast**     - **different**     - **multiple texts**     - **opposites**     - **settings**     - **similar** | |

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| **WEEK 5** | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **\*\*New Book\*\***  **Summarize & Synthesize**  **Lesson 20: Read to Get the Big Ideas**  **\*Any text**  **Jan Richardson Strategies**   * Fact vs. Opinion * Making Connections: text-to-self and the world * Key Words   **Linda Hoyt: Interactive Read-Alouds**   * Pg. 85 Summarize | **Standards**  **RL.K.10**  **Actively engage in group reading activities with purpose and understanding.**  **K.G.1.1**  **Use maps to locate places in the classroom, school and home.**  **K.E.1.1**  **Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.**  **Standards**  **R.I.K.10: Actively engage in group reading activities with purpose and understanding.** | **“I Can” Statements**  **I can infer, visualize, and connect to get the big idea in a text.**  **I can infer changes that happen in the environment using my senses.**  **“I Can” Statements**  **I can determine what is fact and what is opinion.**  **I can make text to self connections and world connections.** |
| **Essential Questions**  **What is the big idea?**  **What does it mean to infer?**  **What changes can we make in the environment based on our senses?**  **Essential Questions**  **What is a fact?**  **What is an opinion?**  **What is the differenc e between fact and opinion?**  **How can you make connections?**  **What is a text to self and text to world connection** |
| **Other Whole Group Reading Learning Experiences**  **Class Discussion / Literature**  The literature in this unit is conducive to storytelling. Pair students so that they can practice retelling a favorite story from this unit. To make the activity more challenging, after retelling the story, ask if they can retell a similar story with a completely different setting and character. For example, they may retell *Story of Ferdinand*. How would the story be different if it took place in South America? Which animal would be the main character? | **RL2** | **I can listen to a story and tell the key details.**  **I can retell stories using key details, in my own words.** |
| **What do good readers do?**  **Am I clear about what I just read?** |
| **Writer’s Workshop** | **Explorations in Non-fiction Writing**  **Session 9**  **pg. 210**  **Drafting the Conclusion**  **Session 10**  **pg. 212**  **Publishing and Celebrating**  **Option Writing Activity:**  Allow students to choose one of the continents studied during this unit that they might like to visit someday. To help the children plan their work, use a program such as Kidspiration to create a graphic organizer on each of the continents chosen by the students. Students can draw pictures of animals, people, and objects one might find on that continent. Write two sentences about the continent using a combination of drawing, dictation, and writing. Make sure students include an opinion why they would like to visit that continent. Share the work with the class. | **Standards**  **W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g, My favorite book is…)**  **W.K.6 : With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**  **W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.** | **“I Can” Statements**  **I can leave spaces between words.**  **I can publish and celebrate my opinion piece.**  **I can respond to questions about my writing.** |
| **Essential Questions**  **Why is it important to leave spaces between words?**  **What tools can you use to explore and research?** |
| **Social Studies/Science**  **Content Integration** | **\*Continue and wrap up any information from previous weeks that might need more time.**  **Catch up or review time.** |  | **“I Can” Statements** |
| **Essential Questions** |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | **Tier Three ELA Words**   * + - **antonyms**     - **compare**     - **contrast**     - **different**     - **multiple texts**     - **opposites**     - **settings**   + **similar** | |

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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| **Art / Vocabulary**  One of the favored choices for artistic expression is the painting of landscapes. View the landscapes from all over the world painted by the Masters. Encourage the students to describe what they see. This is an opportunity to extend the idea of comparing and contrasting the settings in stories to comparing and contrasting the settings in paintings. (SL.K.2)  **Class Discussion/Art Connection**  View one work of art with the students.  Have a large group discussion with the students, using the following questions as a guide:   * + - What do you notice in this work?     - What place do you think this might be?     - What do you see that makes it look like this place?     - Compare this work to another painting, noticing similarities and differences, around the idea of place. Document responses on a chart.   **Writing/Art Connection**  Select two or three works to study. Ask the students to respond to the works by writing a new title for the work under study. Titles will be shared in small groups and possibly posted next to a reproduction of the work of art for future sharing.   * + **This unit teaches:**     - **Art**: Landscapes from around the world     - **Geography**: Working with maps and globes (e.g., locating and naming the seven continents)   **This unit could be extended to teach:**   * + - **Art**: Portraits from around the world     - **Science**: Animal habitat preservation (e.g., Jane Goodall’s work with chimpanzees in East Africa or attempts to preserve Giant Pandas in China)     - **Geography**: Working with maps and globes (e.g., locating oceans, poles, rivers, lakes, and mountains on globes and maps)   **Music**  Listen to music from around the world. |

**Unit Resources**

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| **Week 1**  **Comprehension Toolkit**  **Determine Importance**  **\*Lesson 16 – Figure Out What’s Important: Separate important information.**  **Toolkit lesson: Any non-fiction text. (Time For Kids, Me On The Map, etc)**  **Harcourt Social Studies Our World Now and Long Ago Unit 4.**  **Ready to read program (primary concepts)**  **Explorations in Nonfiction writing by**  **Tony Stead and Linda Hoyt**  **Interactive Read Alouds**  **Linda Hoyt** |  |
| **Week 2**  **Comprehension Toolkit**  **Lesson 17: Paraphrasing information, merge you’re thinking to make meaning.**  **Toolkit lesson: Time For Kids “A Visit to Mexico” poster, and other nonfiction magazines and books.**  **Harcourt Social Studies Our World Now and Long Ago Unit 4.**  **Ready to read program (primary concepts)**  **Explorations in Nonfiction writing by**  **Tony Stead and Linda Hoyt**  **Interactive Read Alouds**  **Linda Hoyt** |  |
| **Week 3**  **Comprehension Toolkit**  **Lesson 18: Organize Your Thinking as You Read**  **Non-Fiction texts on various topics and arrange a visual and text features.**  **Harcourt Social Studies Our World Now and Long Ago Unit 4.**  **Ready to read program (primary concepts)**  **Explorations in Nonfiction writing by**  **Tony Stead and Linda Hoyt**  **Interactive Read Alouds**  **Linda Hoyt** |  |
| **Week 4**  **Comprehension Toolkit**  **Summarize & Synthesize**  **Lesson 19: Summarize Information**  **A variety of informational books and magazines about a single topics**  **Harcourt Social Studies Our World Now and Long Ago Unit 4.**  **Ready to read program (primary concepts)**  **Explorations in Nonfiction writing by**  **Tony Stead and Linda Hoyt**  **Interactive Read Alouds**  **Linda Hoyt** |  |
| **Week 5:**  **Comprehension Toolkit**  **Summarize & Synthesize**  **Lesson 20: Read to get the big ideas**  **Harcourt Social Studies Our World Now and Long Ago Unit 4.(For review)**  **Ready to read program (primary concepts)**  **Explorations in Nonfiction writing by**  **Tony Stead and Linda Hoyt**  **Interactive Read Alouds**  **Linda Hoyt** |  |
| **Other resources:**  [**www.readworks.org**](http://www.readworks.org)  **\*kindergarten unit focus on fact and opinion with lessons. (Free registration)**  [**http://primary123abc.weebly.com/making-connections.html**](http://primary123abc.weebly.com/making-connections.html)  **Making connections question list to help students. (could use with Jan Richardson)**  [**www.literactive.com**](http://www.literactive.com)  [**www.abcmouse.com**](http://www.abcmouse.com)  [**www.writingfix.com**](http://www.writingfix.com)  [**www.brainpopjr.com**](http://www.brainpopjr.com) | **L.K.2**  **Demonstrate command of the conventions of standard english capitliazation punctuation, and spelling when writing.**  **d. spell simple words phonetically, drawing on knowledge of sound-letter relationships.**  **Fountas and Pinnell Phonics lessons**  **Word Solving Actions**  **pg.449-486** |

**\*See additional pages for extra resources for Unit 5.**